

*Division of Services to the
Deaf and Hard of Hearing*

DSDHH

Monthly Newsletter



January 2012 18th Year

**Robert G Sanderson Community Center
of the Deaf and Hard of Hearing**

5709 South 1500 West Taylorsville, UT 84123-5217



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*Marilyn Call
Division Director*

Director's Message:

New Deaf and Hard of Hearing demographics for a new yearand a new census.

Utah census 2010 numbers have been compiled.

Utah now has 2,763,885 (2.7 million) people as compared to 2,233,169 (2.2 million) from 2000 census. Some other interesting but not surprising facts from the census include:

| Median (average) household income decreased from | |
|--|----------|
| 2010 | 2011 |
| \$55,183 | \$50,221 |

| Median value of owner-occupied housing | |
|--|-----------|
| 2010 | 2011 |
| \$208,100 | \$185,400 |

| Percentage of the population are white persons | |
|--|-------|
| 2010 | 2011 |
| 86.1% | 72.4% |

| Percentage of foreign-born persons | |
|------------------------------------|-------|
| 2010 | 2011 |
| 7.9% | 12.4% |

Since the legislature starts soon, I wanted to have a fast answer of how many Deaf and Hard of Hearing people we have in Utah based on the new census figures. I thought this would be easier than it is. After performing some research and receiving some great email, I realized there are a lot of factors to consider.

First, I looked at the National Institute on Deafness and other Communication Disorders (NIDCD) website. It is impossible to get a specific number on that site because they measure so many aspects of hearing loss. I didn't have much luck on Gallaudet's research website either. In mid-November several people sent me an article called "Hearing Loss, far more common than expected" from ABC/Yahoo news. Information from the National Examination Surveys data showed that 12.7% of the population in the United States (30 million people) age 12 and older have a hearing loss. This study includes people who have hearing loss in just one ear. The study also showed that the rate of developing a hearing loss doubled every ten years of age. It also

showed that women and African-American people were less likely to have a hearing loss.

One of the most useful and defensible articles on demographics came from John Waldo. Thanks to Kathy Evans for forwarding this to me. John Waldo cites numbers that come from John Hopkins University. This study defines what method they used to determine hearing loss and defines hearing loss in several ways. John Hopkins uses the figure of 25db loss or greater in the speech frequencies as a significant hearing loss (both ears). Using this definition one in ten people have hearing loss.

So, in Utah's newly identified population of 2,763,885 people, we can assume that 276,388 Utahns have a hearing loss that makes auditory communication difficult.



FCC Overturns its Captioning Waiver Decision

Published from the New Jersey Department of Human Services

Monthly Communicator

The Federal Communications Commission (FCC) on October 20, 2011 overturned its 2006 decision that granted nearly 300 TV captioning waivers. This FCC decision is referred to as the “Angler’s Order.”

Prior to the 2006 Angler’s Order, the FCC granted only three, limited time exemptions from closed captioning when it was an “undue burden” (too difficult or too expensive). That process included public notices and an opportunity to comment.

However, the Telecommunication Act of 1996 required that by January 2006 a 100% television captioning benchmark be achieved. By that time, the FCC had received over 500 requests for exemption from the closed captioning rules. Without public notice or comment, the FCC granted almost 300 of those requests. The FCC, at that time, appeared to create a new exemption based on “hardship” and reasoned that non-profit status and assertions by petitioners of the non-commercial nature of their programming was sufficient for exemption from captioning of their TV programs. Further, the FCC shut out advocacy groups and consumers from

the well-established waiver process.

The NAD, Telecommunications for the Deaf and Hard of Hearing (TDI), Hearing Loss Association of America (HLAA), the Association of Late Deafened Adults (ALDA), the American Association of people with Disabilities (AAPD) and with Disabilities (AAPD) and others were outraged. This group of advocacy organizations pointed out that the administrative process had been violated because there were no public postings and process of these exemption requests, and that the law had not been followed. These exemptions were granted without the requesting parties having to prove undue burden for each of their specific petitions.

The Order overturning the Anglers’ Order also opens a Notice of Proposed Rule-Making (NPRM) seeking public comment on proposed amendments to FCC rules governing individual closed captioning exemption requests including the provisional interpretation of “economically burdensome.” NAD has committed to prepare comments in responses to this NPRM and post information for deaf and hard of hearing advocates.

“This important FCC order of October 20, 2011 puts the industry on notice that they are expected to comply with the law and FCC regulations as written. Consumers will not tolerate end-runs around the law or regulations. We appreciate the FCC’s commitment to defending our rights to captions,” said NAD President Bobbie Beth Scoggins.

In addition, the original 300 petitioners who were granted waivers through the Angler’s Order must file a new petition for continued exemption from closed captioning within 90 days, with updated information to support a claim that providing closed captions on their television programming would be economically burdensome.

This report is provided by the Communications Committee of the Advisory Council of the New Jersey Division of Deaf and Hard of Hearing. Comments are welcomed and may be addressed to the Committee c/o S.Gregory@Email.com

PEPNet and ALD

*Published in the New Jersey Department of Human Services
Monthly Communicator
December 2011 Vol. 32 No 11*

Are you serving a consumer who uses an Assistive Listening Device (ALD) and not sure of the most current information? Or perhaps you're wondering how you can maximize your own use of an ALD, PEPNet has many resources that focus on hearing assistance technology – take a look at a few examples, and visit our webpage for more information?

- ***Demystifying Hearing Assistance Technology: A Guide for Service Providers and Consumers:*** This book covers information on hearing aids, audiograms, cochlear implants and other auditory implantable devices, the definition of communication access, assistive listening devices, speech-to-text accommodations, alerting devices, and telecommunication options.
- ***Telecoils (Tipsheet):*** This tipsheet describes how telecoils, now available on both hearing aids and cochlear implants, can make a vast difference in the quality of sound for an individual with hearing loss.
- ***A Hearing Aid Primer:*** Addressing the basic types of hearing aids (analog, digitally programmable, and fully digital), this brochure includes definitions and explanation about the variety hearing aid technology available today.
- ***PEPNet Tipsheet:*** The role of Assistive Listening Devices in the Classroom: Assistive Listening Devices have proven to be an effective teaching tool for students with hearing loss. This tipsheet summarizes various types of ALDs and strategies for using them.

These featured resources are among dozens of other PEPNet resources that may be helpful in providing services for students who are deaf or hard of hearing. Go to the PEPNet website at www.pepnet.org, and click on "Resources" to use the online search tool. To find featured resources, type in the name of the resource and select "materials."

Perspectives of a Grown Deaf Adult and his/her Parents Series:

By Kimberly Thornsberry, Case Manager

This is the sixth article in this series appearing in the DSDHH Newsletter on the perspective of grown Deaf Adults and his/her parent's actions raising a Deaf child(ren). Scot Ferre and his mother, Janis Ferré are willing to share their experiences. Scot is a Vocational Rehabilitation Counselor for the Deaf and Hard of Hearing housed at the Sanderson Community Center of the Deaf and Hard of Hearing serving the Salt Lake Valley area. Scot is a great resource of information and support to whom I refer many clients. His mother, Janis, volunteers as an advocate and lobbyist for people with disabilities at the Utah State Legislature. I have met her through meetings at the Capitol where she heads the Coalition of People with Disabilities organization. She has been and continues to be very supportive of the Sanderson Community Center of the Deaf and Hard of Hearing to a major extent. I hope you enjoy reading Scot and Janis' article.

*We are accepting new articles from parents of grown Deaf Adults. Please submit your article to:
kthornsberry@utah.gov*

By Janis Ferre, mother of Scot Ferre

It's complicated. . .

Ours is not the mere story of raising a child who was deaf/hard of hearing. It is a tale of infertility, a chaotic dash to the hospital with the babe born in the car with his four-year-old brother cowering in the front seat, illness, and other challenges.

Michael Scot Baker Ferre was born nearly ten weeks premature in the car - that is not good for any child. He was born with hyaline membrane disease which is now called neonatal respiratory distress syndrome. The then unnamed child was transported to the University Hospital where a pioneer in neonatology spent the night treating the babe who would be known as Scot. His father, who is a physician, was there, too. Scot's lungs collapsed so chest tubes were inserted to relieve the building of air in the chest cavity and help him get oxygen. He survived, but a few days later Scot needed to have heart surgery as a heart valve had not closed properly. There were more challenges and the new baby stayed hospitalized for the next seven weeks. For each surgery, Scot's red hair was shaved off.

When Scot finally came home weighing four pounds, adjustments had to be made by the young family who was also preparing to move into a new home. The

baby was very irritable and more difficult than other newborns. We knew that he would be developmentally delayed, but didn't know what other issues would be discovered in the future. Scot learned to walk late, and didn't learn to talk as fast as other children. Finally he received early intervention services at Developmental Disabilities, Inc. (DDI) where he learned fine and gross motor skills, behavior training, and socialization skills for group activities. At that time DDI required parents to spend time in the classroom each week with their children in order to duplicate and support the training at home. Scot's behavior was extremely challenging. He would have temper tantrums which lasted a long time, he would run away, break windows, we found evidence he had lit fires in the house, and he didn't sleep. On the bright side, I observed him learning to do puzzles and other things which I thought showed his intelligence. He was given a non-verbal test when he was four years old which showed that he is gifted.

Eventually, Scot learned to sit in a chair quietly and consequently had his first hearing test which showed a moderate hearing loss. In time, more accurate tests were performed which indicated an 80 to 85 db bilateral loss—in other words severe hearing loss. Because he was aptly achieving age-appropriate goals, we withdrew Scot from DDI in search of other educational options. Scot started wearing hearing aids when he was three-and-a-half years old, but getting them adjusted correctly took a while. I tied fishing line to the hearing aids and tied the other end to a safety pin fastened to his shirt so that when he flung them off they could be found. We still lost three aids.

A School for the Deaf Parent-Infant Program (PIP) representative visited our home for several weeks educating us about deafness. However, I didn't learn much new information. We then met with the preschool program at the School for the Deaf and were told that they would not accept him which was legal at that time.

I continued to seek help for my child and found it at the Speech and Language Clinic at the University of Utah. Since I was not given any options, there was no discussion of signing or oral education. We focused on learning English as a spoken and written language. I kept a journal of words as he learned to say them. When Scot was four-and-a-half years old, I could tell that he was learning to decode written

language. I labeled the house as his reading skills developed. His spoken language was still poor, but I could show him in writing that I didn't know what he was telling me. I asked the director of the clinic to teach me some signs, but Scot never used them in return. When Scot was five-and-a-half, I could detect that he was understanding numbers. I bought all sorts of learning aids to teach him. We also continued to work on his motor skills. Nothing was easy for Scot; he had to work hard to succeed. Scot started attending our neighborhood school when he was six years old. I was a constant advocate for Scot's needs and education.

As Scot's communication skills developed, his behavior improved. He began to educate himself in elementary school because he could read at a college level. When Scot graduated from East High School in Salt Lake City he had academic honors, citizenship honors, and four scholarships which paid his way through undergraduate school. He took American Sign Language (ASL) to satisfy the foreign language credit and started using interpreters in college after he returned from a British Sign Language Mission for the LDS Church.

You all know Scot as a Vocational Rehabilitation Counselor who holds a master's degree from Utah State University. He has passed all of his required Vocational Rehabilitation certification tests and carries a large caseload. Scot is married to a wonderful woman who is fluent in ASL and they have two fantastic children who sometimes sign.

What began on a dark Monday night with a newborn near death has turned into a success story!



By Scot Ferre

Howdy – I was asked to write an article about who I am and how I got to where I am today.

I was born two-and-a-half months premature, and in a car. Because of that, I was hospitalized in intensive care for nearly two months. My parents did not know I had a hearing loss until I was three-and-a-half years old. I have a severe hearing loss in both ears. Hearing aids were given to me, and I quickly learned how to read on my own and to

catch up on my speech. I was in kindergarten at age 6, older than most kids in my class.

I was mainstreamed from elementary school to high school. I could understand people alright, and speak very well. I had to sit up front in all of my classes to understand my teachers. For some reason, I was an excellent speller despite my deafness. This is probably due to my love of reading. I read many, many books.

My mother tried to use American Sign Language (ASL) with me, but I was being the stubborn one, refusing to learn ASL. I felt like I was doing just fine without ASL. That changed when I learned British Sign Language (BSL) for my LDS mission to Great Britain. It was the first sign language I learned. In nine months, I became fluent and now understood how sign language worked in terms of mechanics and grammar. There are a lot of differences between BSL and ASL, but there are some similarities.

I returned home and struggled to learn ASL until I met a woman who later became my wife. She taught me ASL while learning BSL from me at the same time. I have known ASL for thirteen years.

After my mission, I used ASL interpreters to understand my classes for most of my undergraduate and graduate college years. Having interpreters was a great help, especially when some of the classes had a lot of discussion between classmates.

I would still recommend ASL to young students who chose the oral approach. It is a tremendous aid to understanding people. I speak English and I sign ASL – I do this every day with my clients who come to me for Vocational Rehabilitation services. Knowing both languages helps me to be an effective communicator with both the hearing and Deaf communities. I participate in many Deaf community activities.

I wish I had known ASL when I was younger, but I guess I was too stubborn back then thinking that I'm alright. Yes, one can be "alright", but why not be "better"?! Being oral and being fluent in ASL is not a bad thing!

Free Legal Advice

Interpreters will be provided.

Tele-conferencing is available throughout the state!

**Every 2nd Wednesday of each month
From 3:00pm to 5:00pm
Sanderson Community Center of the
Deaf and Hard of Hearing,
5709 South 1500 West,
Taylorsville, UT 84123**

**Talk privately with lawyers from the Utah
Legal Services if you have concerns about:**

Employment discrimination

Social Security issues

Food stamps

Medicaid/Medicare

Landlord/Tenant issues

Discrimination

Divorce

Custody

And other issues

Appointment is necessary. Please contact Kim Thornsberry at 801.263.4883 (VP/TTY) or email at legalclinic@utah.gov. Any ADA accommodations need to be requested when making an appointment



KODA: Kids Of Deaf Adults



Organizational meeting: Interested in KODA program?

- ◊ Open meeting
- ◊ January 19th 2012
- ◊ 6:30 PM to 8:00 PM
- ◊ Sanderson Deaf Center's conference room
- ◊ Address: 5709 South 1500 West Taylorsville, UT 84123-5217
- ◊ Discussion in ASL, if you need an interpreter, contact me. ADA accommodations will be provided.

Any questions or comments?

Contact:

Jennifer Shurtleff

dsdhhintern@utah.gov



Classes for the Hard of Hearing people
Find the location closest to you!

CASE – starts on January 17, 2012, 6-8pm for 8 weeks at Sanderson Community Center, 5709 South 1500 West, **Taylorsville**. Call 801-657-5200 or email to dsclhregistration@utah.gov to register.

CASE – starts on January 12, 2012, 10:30am for 8 weeks at Sunday Anderson Westside Senior Center, 968 West 900 South, **Salt Lake City**. Call 801-538-2092 to register.

CASE – starts on January 11, 2012, 6-7:30pm for 8 weeks at Edison Stanford Hearing Center, 777 North, 500 West, Suite 5, **Provo**. Call Gina Frelove at 801-701-2348 or email to gfflv@yahoo.com to register.

CASE – starts in January 2012 for 9 weeks at **Emery** Townhall, 15 South Center St., Emery. Call Carma Jackman at 435-757-1816 or email to carmaj@hotmail.com to register.

Speechreading – starts on January 20, 2012, 10:30am-12:00pm for 9 weeks at Friendship Manor Senior Center, 1320 East 500 South, **Salt Lake City**. Call Linda Cohen at 801-582-3100 or email to linda@jfsutah.org.

Speechreading – starts on January 2012 for 8 weeks at McKay Dee Hospital, 4401 Harrison Blvd., **Ogden**. Call Jodi Goodenough at 435-748-2788 or email to jodigoodenough@gmail.com to register.

Speechreading – starts on January 19, 2012, 6:00-7:30pm for 9 weeks at Sanderson Community Center, 5709 South 1500 West, **Taylorsville**. Call 801-657-5200 or email to dsclhregistration@utah.gov to register.

Living with Hearing Loss – starts on January 17, 2012, 10am for 6 weeks at Columbus Senior Center, 2531 South 400 East, **Salt Lake City**. Call 801-412-3297 to register.

CASE and Speechreading classes are divided in two parts. It doesn't matter which part you start with.

Any further questions, please contact Robin Traveller, Hard of Hearing Specialist by email only please, rtraveller@utah.gov. Thank you!



NEW CLASS for the FIRST TIME: **GESTURES**

A GESTURE IS A GOOD WAY OF COMMUNICATION

It is efficient in how to approach deaf and hard of hearing person

This class will benefit your skills in how to communicate
and enhance your

American Sign Language skills

FREE!

FREE!

Teachers: Nancy O'Brien and Eric Lynn

They will help you with hands-on-experience
in understanding the gestures

Schedule: Tuesdays at 7:00 pm to 8:30 pm
January 10/12, 17/19 and 24/26 in Room B

Sanderson Community Center of the Deaf & Hard of Hearing
5709 S. 1500 W. * Taylorsville, UT

DEADLINE to REGISTER: Friday, January 6th, 2012

dsdhhregistration@utah.gov

Limited seats!



ASL Classes for Beginners

AND...

**For Advanced
Beginners**

Tuesdays & Thursdays
February 7 to April 5, 2012
6 pm to 8 pm

**All classes will be
taught in
American Sign Language**

This class is for
People who are deaf &
hard of hearing, family
members of deaf & hard
of hearing,
professionals with deaf
& hard of hearing
clients, & persons who
are losing their hearing.

DEADLINE to REGISTER:
February 3, 2012
dsdhhregistration@utah.gov

TAX HELP!

The Sanderson center is proud to announce that the Internal Revenue Service and the Utah Community Action Partnership (CAP Utah) VITA Tax Preparation services will be held every Friday during the month of February at the Sanderson Center. Friday mornings, February 3 through February 24, there will be Deaf and ASL-skilled tax preparers from 9:00 am to 12:30 pm; Friday afternoons 1:00 pm to 4:30 pm those same dates there will be hearing



KEEP YOUR MONEY! You've earned it.

If your household income is below \$49,000 per year, you may qualify for an Earned Income Tax Credit of up to **\$5,600** even if you don't owe any taxes!

Have your taxes done for FREE!

Then use your refund to invest in your family's future. In many cases a direct deposit refund can be received in 7-10 days.

To find out more IN ANY COUNTY IN UTAH,

Dial 211 or visit
utahtaxhelp.org

Taxes prepared by IRS certified volunteers

Earn it. Keep it. Save it.

An initiative of



and dozens of Community Partners

To sign up for an appointment to have help filling out your taxes from trained VITA Tax preparers, please contact: Jorie Hill, 801-263-4886 (v), 801-657-5200 (vp), 801-263-4860 (TTY) or jrhill@utah.gov to schedule an appointment.

| Administration | email address | telephone # |
|---|-----------------------|-------------------------------------|
| Marilyn Call, Division Director | mcall@utah.gov | 801-657-5219 vp, 801-263-4889 v |
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| Outreach and Technology Program | | |
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| Clay Anderson, Interpreter Mentor | clayanderson@utah.gov | 801 263-4870 v, 801-657-5212 vp |
| Utah Independent Living Center staff housed at Sanderson Center | | |
| Carole Peck, Peer Support Enhancement | carolpeck@utah.gov | 801-657-5220 vp |
| Vocational Rehabilitation staff housed at Sanderson Center | | |
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| Karen Osborn, Voc. Rehab Sec (Pt-time) | kosborn@utah.gov | 801-263-4893 v/tty |
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| Karen Butler, Program Assistant | kbutler@utah.gov | 435--673-8974 v, 866-939-3196 vp |

CONTACTS

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5709 South 1500 West
Salt Lake City, Utah 84123-5217

RETURN SERVICE REQUESTED



Map To DSDHH

For information regarding deadlines and submission of
flyers, please contact Edie McCormick
at 801-263-4860 v/vp/tty.

Did You Know?

You can also view this newsletter and
other current information online at:
WWW.DEAFSERVICES.UTAH.GOV

Mission Statement

*To provide opportunities and programs to individuals who are deaf or hard of hearing which
enhance or maintain the skills necessary to fully participate in their employment, family and community.*